



EQUALITY POLICY V.1

Introduction

King Edwin School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximize their potential regardless of age, sex, race, religion, disability or any other protected characteristic under the Equality Act 2010. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At King Edwin School we aim to promote equality, tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

We work to prevent and eliminate discrimination, establish and promote equality and equal opportunities and foster good relations between people with different protected characteristics as defined in the Equality Act 2010.

In all staff appointments the most suitable candidate will be appointed on professional criteria, with recruitment carried out ensuring safeguarding children and safer recruitment in education procedures are adhered to, and in a manner consistent with the requirements of the Equality Act 2010.

In fulfilling the legal obligations cited below we are guided by the following principles:

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value.

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote harmonious relationships.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist.

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life.

AIMS

- To create a happy and purposeful working atmosphere, where each child can achieve high standards
- To provide a broad, balanced and relevant curriculum
- To educate the whole child physically, academically, socially, spiritually and emotionally
- To provide children with skill, knowledge and understanding to enable them to play a full part in society, now, within school and later, in the community at large
- To nurture within each child positive attitudes to themselves and respect for others regardless of colour, creed, race, gender or age
- To support the British Values of Democracy, the Rule of Law, Individual Liberty and Mutual Respect for and Tolerance of those with different faiths and beliefs and for those without faith.

LEGAL FRAMEWORK

This policy has been developed in response to the Equality Act 2010 and replaces all previous policies relating to Race Equality, Gender Equality and Disability Equality.

The General Duty

For all people that experience discrimination, we will actively seek to:

- promote equality of opportunity
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes - this means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all
- encourage participation in public life - it is also important to respect the wishes of all participants in an educational setting so that they do not feel pushed into activities in which they do not wish to take part
- take steps to take account of disabilities, even where that involves treating a person more favourably

ROLES AND RESPONSIBILITIES

The Governing body is responsible for ensuring that the school complies with the legislation. This policy, the school's practice and any related procedures and any action plans implemented will be regularly reviewed and monitored.

The Head teacher is responsible for the overall implementation of this policy on a day-to-day basis, but this may be delegated as appropriate to a senior member of staff. The Head teacher is also responsible for taking appropriate action in any cases of unlawful discrimination; and for ensuring that all staff are aware of their responsibilities under the legislation.

THE CURRICULUM/TEACHING AND LEARNING

Equality and diversity will be embedded as far as is possible in all areas of the curriculum and pupils will be given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender and disability.

It will make a commitment to ensure resource materials reflect both the diversity of the school, local community and wider society. Our school has a teaching and learning policy which is reviewed biennially and which encompasses the duties contained within this policy/duty.

Each curriculum subject is overseen by a coordinator within the school and these coordinators regularly check resources are up-to-date and of a good standard.

Specific assessments of SEND pupils are carried out when necessary. These assessments ensure that as a school we can monitor progress and attainment. We also use provision maps to track which children are accessing certain additional resources, groups or programmes. We recognise the importance of scrutinising assessment materials for cultural bias. We have a whole school assessment tool in place (EAMAG) which is used to inform planning and provision to support individuals and groups of pupils.

ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

As a school, we understand our legal obligations related to equality. We carry out an annual anti-bullying week and adopt an ethos within the school of mutual respect and acceptance of others. We carry out weekly circle time sessions to support this as well as special person each day in Key Stage One and additional bespoke sessions on an ad hoc basis if necessary for individuals, groups, classes, cohorts, key stages etc.

Our definition of a racist/prejudiced incident:

“A hate incident is any incident which is perceived by the victim or any other person to be motivated by the offender's prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason”.

BREACHES OF THE POLICY

Any concerns or complaints about the contents or implementation of this policy will be dealt with through reporting to the Local Education Authority.

This follows the Complaints Policy, which can be accessed on request through the Headteacher/Local Education Authority.